40th YEAR OF PUBLICATION

SCHOOL AND SOCIETY

VOL. 79 MAY 15, 1954 NO. 2033

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Botany in the Colleges and Universities

By THEODORE T. KOZLOWSKI

University of Massachusetts

SOARING COSTS of education have allegedly necessitated experimentation by some administrative officials in fusing or "integrating" excellent courses in botany and zoology into much briefer "general biology" survey courses. In some cases known to the writer this has turned out to be financially and academically expensive. Stanfield[1] has realistically evaluated some of the results of de-emphasizing the teaching of botany and zoology at the freshman level in favor of something which may turn out to have an unmistakable diffuseness or gross imbalance in content. When fusion and general courses are recommended as necessary because of current interest in general education, it appears desirable to recall the recent observations of the president of a Midwestern university which for a long time has had an excellent undergraduate program and which is deeply concerned with appropriate emphasis for objectives of general education.[1] He observed that "As a rule introductory departmental courses have been time tested and contain a very substantial body of knowledge, well organized by text writers and teachers. They give breadth. Their objectives closely approach those of general education. . . ." In some few institutions "integration" has been somehow extended to mean the fusion of botany and zoology departments, a step which is vigorously opposed by the American Botanical Society. The committee of this society which studied the role of botany in American colleges and universities has specifically recommended "that the botanical profession strive to have botany and zoology departments established or re-established in all of the graduate schools and in most of the colleges in order to eliminate or avoid the potential or actual abuses inherent in most biol-

[1] J. F. Stanfield, "General Education, General Biology, and Plant Science," SCHOOL AND SOCIETY, LXXIII (June 30, 1951), 401–405.

ogy departments, and to derive the beneficial effects on education and research that obtain in separate departments." In the light of this studied opinion and recommendation, it seems advisable to reconsider the omnipresence of plants in man's environment and the profound cultural effects that plants have exerted on his living from the beginning of time.

An educated man acquires, in addition to a lively and insatiable interest in ideas, an equal degree of interest in the nature of the world in which he lives. If as a student he has the desire and ability to accept some of the manifestly unnegotiable advanced ideas and judgments, he will logically sample several areas in a basic curriculum which includes the liberal arts and sciences. Both contribute to the full man, and he must be narrowed by failure to experience the basic disciplines and rigorous content of each. In his exposure to scientific disciplines, including physical and biological sciences, he soon becomes aware of the fact that animals are ultimately dependent on plants for their food and existence since green plants alone are able to synthesize carbohydrates in the photosynthetic process. Photosynthesis is restricted to the plant world and is widely rated as the world's most important biological reaction. It is the sole basis of our food supply and the most important factor in supplying the raw materials and energy of industry. The magnitude of photosynthesis is reflected in the fact that the production of photosynthate is several thousand times as great as the world's production of steel. The majority of cell substances which comprise plants and animals are derived from photosynthesis and, in metabolic processes of plants and animals, only energy released in oxidation of foods is usable in metabolism and growth. This energy is converted solar energy which was a necessary component of the photosynthetic process in synthesizing organic compounds. A very prominent physicist has stated that photosynthesis by green plants alone prevents rapid disappearance of all life from the earth. The complete dependency of higher forms of animals on green plants gives the plant world unique importance and provides mature justification for detailed study, at the college level, of plant life.

There has been some expectation recently that researchers will be able to synthesize chlorophyll and, as the next step, produce carbohydrates readily without the co-operation of the green plant. It has been asserted by some that, if this is done, plants will lose their unique importance as basic units of plant and animal metabolism. Even if carbohydrates could be efficiently produced by carbon dioxide reduction in the laboratory, this would not depreciate the plant cell significantly for man is utterly dependent on it for far more than sugars. The plant cell has extraordinary capacity for synthesis of extremely complex materials from elements and mineral substances. Gaffron, a leading biochemist, has this to say about the matter:

> Unless our devices are to be much more efficient than the green plants, and unless we are willing to spoil with ugly machinery an acreage now covered by beautiful forests and pastures, artificial photosynthesis is not only utopian but impractical. Even assuming we were to discover some sort of artificial photo-chemical reduction of carbon dioxide into a digestible carbohydrate with an overall efficiency surpassing that of the plants, which use on the average two percent of the incident radiation, it would not help us much, since we need not one product of plant metabolism, but a thousand. . . .[2]

The land-grant colleges and universities, whose administrative structure provides for schools of agriculture and horticulture, are indisputably committed to support vigorous programs of botanical teaching, research, and extension. Courses in plant structure and function are fundamental preprofessional subject matters for the training of agronomists, foresters, horticulturists, biologists, and other students of plant life. Botany may also be considered a vital "core" course for any educated man or woman, since plants and plant products are among the most important materials on which our civilization is based and this has been demonstrated by their use and study throughout the history of civilization.

Plants synthesize important compounds useful in industry and provide the major source of the world's energy as coal, petroleum, gas, peat, and wood. In many cases plants are very useful in the study of fundamental biochemical problems. In premedical and pre-veterinary education a growing emphasis on plants is recognized, since

[2] H. Gaffron, "Photosynthesis and the Production of Organic Matter on Earth. Currents in Biological Research" (New York, 1946).

fungus diseases, medicinal plants, poisonous plants, antibiotics, drug plants, allergies, and chlorophyll are appropriate modern subject matter for physicians and veterinarians. Furthermore, plants affect man's environment by influencing weather, floods, and soil erosion. Then, too, an appreciation of the ornamental value of plants contributes to man's cultural development.

There are nearly 100,000 species of fungi which affect man in a multitude of ways. These chlorophyll-less plants are among the chief causes of disease in plants. Among the manufactured products that are subject to fungus attack are fabrics, wood, leather, stored food products, and even optical lenses.

Fungi have parasitized green plants for hundreds of thousands of years, but in modern times much loss has been prevented through intelligent considerations of fungus life histories and effects of fungicides on these organisms.

As wheat became a leading crop, the stem rust of wheat resulted in a loss of about 300 million dollars for a two-year period in Minnesota, the Dakotas, and western Canada alone.

During the Middle Ages ergot poisoning of rye, a fungus disease, resulted in suffering and famine in Italy and France. Germany and France experienced 40 epidemics of ergot in the 17th and 18th centuries. From 1843 to 1845 about a quarter of a million people died in Ireland as a result of famine caused by potato blight. This started a 50-year emigration from Ireland. From 1841 to 1851 some 1,650,000 people left Ireland because of the lack of food.

In 1904 the chestnut blight disease all but eliminated the chestnut from the American scene. Similarly, the white pine blister rust did extensive damage throughout the United States, but a concerned and intelligent populace legislated a program of elimination of the alternate hosts of the fungus. As a result pines were not wiped out like the chestnut. In recent years many civic-minded citizens have been vitally concerned about the American elm tree which is being ravaged by the Dutch elm disease. Other plant diseases, only recently discovered, such as oak wilt and phloem necrosis, are also of immediate concern. It is because we have informed and sensitive citizens that we have been able to cope more intelligently with plant disease and resource-conservation problems.

SCHOOL *AND* SOCIETY

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SCHOOL AND SOCIETY is published biweekly by the Society for the Advancement of Education, Inc., at Business Press, Inc., 10 McGovern Avenue, Lancaster, Pa.

Editorial and Executive Offices: 1834 Broadway, New York 23, N. Y. Contributors are advised to provide adequate postage for return of any unacceptable material. This journal is not responsible for the loss of unsolicited manuscripts or illustrative matter. No material may be reprinted without permission of the editors and of the authors of signed articles. Entered as second-class matter, August 14, 1923, at the Post Office at Lancaster, Pa., under the Act of March 3, 1879.

Subscription: $6.00 a year; 25¢ a copy; $6.50 a year (Canadian), $7.00 a year (foreign)—all including postage.

Advertising: Copy and cuts must be submitted to Advertising Manager, 1834 Broadway, New York 23, N. Y., *at least* two weeks before publication. Rate card available on request.

Back copies: less than one year, 50¢; one to 5 years, 75¢.

Microfilms: University Microfilms, 313 North 1st St., Ann Arbor, Mich.

When budgetary strings must be tightened, it is often unfortunately the case that some aspect of research in pure science suffers for failure to demonstrate "usefulness." It behooves conscientious administrators to exercise patience, tolerance, and detailed study before considering retrenchment of fundamental research programs.

The counsel of leading men in the field concerned is invaluable. Not so long ago it was proposed that the work of one of our leading plant scientists be curtailed. If this had been done, one of the most useful antibiotics might not have been developed. It is very often the case that outstanding aspects of applied science, that which appeals to budgetary realists, are outgrowths of fundamental research that was not originally designed to yield immediately applicable parcels of information. To illustrate how important practical deductions arise one needs only to recall the course of events leading to the development of penicillin. Fleming realized that the active substance produced by a mold, *Penicillium notatum*, had a strong inhibitory effect on many of the common bacteria which infect the human body. He did not, however, isolate the agent from the culture medium and failed to find immediate practical application for it. It was the Oxford group of Florey, Chain, and associates who established the use of penicillin as an agent for disease treatment. It should be emphasized that Fleming's pure research was the necessary first step and gave the Oxford group the basis for developing the use of penicillin for disease treatment.

To illustrate further the pattern of practical offshoots from pure botanical research one accepts the public's keen awareness of many commercial uses of growth hormones and regulators for weed eradication, rooting of cuttings, control of pre-harvest fruit drop, growth of seedless fruits, accelerating ripening of fruits, preventing potatoes from sprouting in storage, etc. Many of these applications are outgrowths of fundamental research by botanists who devoted their energies to characterize the growth hormones and show what effects they had on basic plant processes, such as respiration and cell elongation. Practical uses developed from such fundamental research, and it is questionable if anyone can ascertain *a priori* which fundamental studies in the universities will not yield ultimately usable results. Today the production of growth regulators is a multi-million dollar business.

Only a few common food plants have developed during the last thousand years. The cereals are by far the major source of plant food for man. Wheat, the most important of the cereals, has been cultivated for over 6,000 years. Indian corn or maize probably originated in South America but now the United States raises half the world's supply. Rice was cultivated by the Chinese over 4,000 years ago. The present world production is of the order of seven billion bushels annually.

Fiber-yielding plants are second only to food plants in their usefulness to man. About 2,000 species of fiber plants have been exploited and about half that number in the United States. Cotton is generally considered to be the world's greatest industrial crop and dates back to the Greeks and Romans. Present production is over 30 million bales, and the United States produces about half of the total. Other important fibers include flax, hemp, jute, ramie, Manila hemp, sisal, maguey, coir, rattan, and kapok.

Wood is more widely used than any commodity outside of food and clothing. Despite the development of substitutes, wood will apparently long be in world-wide demand. It is unlikely that some of the technical properties of wood will be duplicated for some time to come. It has been estimated that in the next five years the United States will use 15 billion cubic feet of wood and wood products for lumber, fuel, pulp, posts, poles, piling, veneers, cross ties, cooperage, mine timbers, and other products. The blessings of wood's usefulness have effected such a drain on our forests that the American Geographical Society is alarmedly pointing to an unsatisfied demand of 700 cubic meters of round wood. The society estimates that to satisfy the demand the world production of wood reached in 1950 would have to be increased by 50 per cent.

World War II rendered mankind acutely aware of its dependence on natural rubber. Governments went to every conceivable extreme to experiment with a variety of latex-producing plants when conventional sources of the genus *Hevea* were made unavailable. That substitutes could be and were obtained pointed up the added fact that natural rubber is still much preferred for many uses.

Modern vitaminology began about 1900 with research on causes of beri-beri and scurvy. It soon became apparent that plants constituted the primary source of vitamins. Ascorbic acid and

all of the many fractions of the B complex are found in active form in plants.

Of the fat-soluble vitamins, carotene of plants is a precursor of vitamin A and ergosterol formed in plants becomes vitamin D upon irradiation. Vitamin E is synthesized directly by the grain and concentrated in the oil of the germ. Vitamin K, found in many leaf and seed oils, is absorbed and concentrated by animals. In fact all fat-soluble vitamins tend to be concentrated and stored by animals in the liver.

The human body is dependent on sources outside its own metabolism for most vitamins and obtains them in the last analysis from green plants. Although vitamin requirements differ, there is no single organism known for which some of the vitamins are not necessary. Plants, as sources of vitamins, must therefore be the subject of ever closer attention.

Among the most valuable drugs are plant alkaloids. They are complex cyclic compounds containing nitrogen that are synthesized only in certain plants. Among the better-known plant alkaloids are nicotine, quinine, morphine, strychnine, brucine, atropine, and colchicine.

The vegetable gums are a group of plant products resembling carbohydrates which play an important role in our national economy. Their use by man goes back to earliest times. Adhesive properties of gums have been used particularly for paints and pigments. Gum arabic in North Africa was an article of commerce from the Christian era and through the Middle Ages. Modern uses involve paint, paper sizing, and soap industries, and the natural resins continue to hold their own in this age of synthetics. Turpentine, a resin product, is indispensable to the paint and varnish industry. For over a century the United States has been the world's largest producer of naval stores. At present it produces 60 to 70 per cent of the world's supply. This represents a multi-million dollar industry.

Essential oils of plants are secreted by glands in some 60 plant families. About 75 essential oils are useful in the perfume industry. Essential oils are also used in scientific investigations for permanent microscope mounts and with oil immersion lenses. From plants are also extracted such valuable oils as linseed, tung, soybean, oiticica, perilla, cottonseed, corn, sunflower, rape, olive, peanut, castor, coconut, and palm. Vegetable fats, such as cocoa butter and waxes of many types, are also highly essential and prized plant products.

The influence of plants on society is not entirely beneficial for plants are responsible for some of our most evil and serious social problems. The narcotic drug habits and illicit trades accompanying these constitute an international vice and unsolved problem. Estimates of the number of people who use "hashish" or marihuana are staggering to the imagination. According to Lewin,

> The passion for this substance defies all obstacles and extends throughout the immense territories of Asia Minor, Asia, and Africa where it is indulged in by several hundred million people.

The gravity of the marihuana situation in the United States has recently come to the fore as a result of publicity and investigations spurred on by an aroused citizenry that suddenly found itself surrounded by this vice. The writer has had occasion to co-operate with police officials and public health authorities in identification of samples suspected of being marihuana and is aware of the concern over this problem.

Opium, the dried juice from injured capsules of the poppy, was known to the Greeks, Romans, and Egyptians. By the 8th century it was in Persia, India, and China. Now it covers the globe and is rated as the most evil drug of all time. It is unfortunate but true that over 900 million people are still apt to use it. In India opium is available on the open market. Conditions in China are even worse. In some instances enforcement of narcotics laws has brought about international complications.

Tobacco was used by South American Indians long before the white man came to this continent. It was taken to Europe in the 16th century and soon widely used as a fumitory. The alkaloid, nicotine, not only affects the human system but is widely used as a contact insecticide. Despite early opposition of the clergy and governments, who almost taxed tobacco out of existence, the smoking habit is with us on a world-wide basis.

The inescapable green mantle of the earth is inextricably tied into man's sustenance, history, health, conduct, industry, government, comfort, and convenience. As he evolves he recognizes

that the plant cell reaches into increasingly more facets of his living. His education must consist in part of adjusting to and understanding his environment. Botanical science comprises one of the major realms of his cultural heritage and deserves a prominent place in the curricula of American universities, for no educated man can hope to abdicate from his universe. Recent developments in the areas of medicine and plant diseases necessitate continued vigilance and vigorous emphasis on botanical research, pure and applied. The student of botany will learn to perceive, to discriminate, to classify, to organize, and he will mature greatly in the process. All of these values will contribute to his breadth. The words of Thomas Jefferson still prevail:

> Botany I rank with the most valuable sciences, whether we consider its subjects as furnishing the principal subsistence of life to man and beast, delicious varieties for our tables, refreshments from our orchards, the adornment of our flower borders, shade and perfume of our groves, materials for our buildings, or medicaments for our bodies.

SHORTER PAPERS

Televiewing by Pupils, Parents, and Teachers, 1950-1953

By PAUL WITTY

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In 1948 and 1949, television attracted many followers and television sets were rapidly sold. By 1950, it was clear that, among children at least, a most popular leisure activity was developing. In April and May, 1950, 43% of the elementary school pupils of Evanston, Ill., had sets at home. The percentages of sets in Evanston and the Chicago area increased rapidly during the following years. In 1951, 68% of pupils had sets, while 88% had access to TV in April and May, 1952. In the spring of 1953 the per cent had risen to 92.[1]

These children spent very much time with television when the sets were new. It was predicted then by some observers that, when its novelty had worn off, television would be less attractive. That this prediction has not been realized is suggested by recent reports of televiewing. For example, *Time* (Jan. 7, 1952) cites an investigation by Walter Clarke showing that "the average 12- and 13-year-old [in Cincinnati] spends 3.7 hours every school day before the screen. Over a week he is apt to spend 30 hours—five more than he spends in school." Other investigations, summarized in Table 1, reveal that the time children devote to television has not decreased in urban centers.

TABLE 1

AVERAGE HOURS SPENT WEEKLY WITH TELEVISION

	1950	1951	1952	1953
Elementary school pupils	21	19	22½	23
High-school pupils		14	14	17
Parents	24	20	21	19
Teachers		9	11	12

The population of children studied varied in these investigations. Evanston subjects only were included in the first study. Later the studies were extended to include Calumet City, Skokie, Oak Park, Winnetka, and Barrington. In 1950 the number of pupils studied was 2,135; in 1951, 1,400; in 1952, 1,200; and in 1953, 3,000.

When television first emerged as children's favorite leisure activity, the attitudes of parents and teachers were often unfavorable or antagonistic because of the low standards of many offerings and the poor quality of the entertainment. Nor were these parents and teachers satisfied with the children's choices. One teacher stated that children's choices were "not programs that might afford information or be of educational value—instead children selected the action-packed, gory, thrill-laden presentations." Some teachers pointed out, too, that the overstimulation of such programs tended to be undesirable for the nervous child and generally

[1] *See* P. Witty, *Elementary English*, Oct., 1950, and May and Dec., 1952; *National Parent-Teacher*, Oct., 1950; *Educational Administration and Supervision*, Apr., 1951, and Mar., 1952; SCHOOL AND SOCIETY, Nov. 3 and Dec. 15, 1951; *Education*, Dec., 1951.

disruptive to normal, wholesome growth. One discouraged teacher commented: "The programs most appreciated seem to be those of substandard quality. As a result, children today are not amused or entertained by anything offered in a classroom unless it parallels this low standard." Still another stated: "After the stimulation attending the witnessing of cowboy programs and gunplay, children seem more restless and noisy than formerly."

Educators viewed the advent of video with mixed feelings. Some endorsed enthusiastically the classroom use of television; others questioned even its potentialities and cited the inroads it was making upon children's leisure and the consequent neglect of more wholesome activities. The harmful results of excessive televiewing were repeatedly set forth. One critic observed that television may prove as "dangerous to culture as the atom bomb is to civilization."

In time, parents and teachers became less critical of television. In 1950, about 50% of the teachers reported that television had brought minor or serious problems at school, and many parents indicated that similar difficulties had transpired at home. In 1952, although about one third of the parents still reported such problems, they appeared to be less severely critical of TV.

At the time of the first study, the writer commented that television was a problem chiefly in homes where parents permitted it to become a problem. And television appeared actually to be an asset in other homes. Similarly, in schools where guidance was given, television was sometimes effectively used to foster interest and to engender learning. It became clear, however, that parents and teachers should attempt more generally to offer guidance and counsel.

The problem of guidance is complicated for some parents by their own activities and preferences. A favored time for televiewing is from seven to 10 p.m. when many children also turn to TV. Most programs presented at this time are designed for adults and are often inappropriate for many children.

Parents, too, did not turn away from television after its initial fascination had diminished. They still spend much time with TV, although the average amount has decreased slightly from 1950 to 1953. On the other hand, teachers have increased the time given to TV, as Table 1 shows.

The favorite programs of parents and teachers have changed, as Table 2 reveals. It is of interest to note the types of programs that are emerging as favorites. For example, "Omnibus" has attained a rather general endorsement in the 1953 study.

Distinct changes in pupil preferences may be noted from year to year in Table 3.

The pupils, parents, and teachers were asked to indicate the programs they disliked (Table 4). The aversion to *news programs* was explained by a number of pupils as traceable to their interruption of favorite presentations and to their adult appeal. One pupil stated: "They are not for kids."

Children were asked to suggest the kinds of programs they would like to see added. Their suggestions were somewhat similar from year to year. In 1953, the older pupils preferred more "good" comedy, plays, musical programs, and new movies. The younger pupils wanted more programs devoted to comedy, cartoons, science, and dramatizations of favorite books. Again, in 1953, the primary pupils desired to see more children's plays and programs about hobbies and crafts.

TABLE 2

FAVORITE TELEVISION PROGRAMS OF PARENTS AND TEACHERS

1950	1951	1952	1953
	Parents		
1. Arthur Godfrey	1. Arthur Godfrey	1. I Love Lucy	1. I Love Lucy
2. Milton Berle	2. Fred Waring Show	2. Arthur Godfrey	2. What's My Line?
3. Sports	3. Milton Berle	3. What's My Line?	3. Omnibus
4. Fred Waring Show	4. Sports	4. Mama	4. Arthur Godfrey
5. Kukla, Fran and Ollie	5. Mama and What's My Line?	5. Plays, Theater, Drama	5. Mr. Peepers
	Teachers		
	1. What's My Line?	1. News	1. Meet the Press
	2. Current Events and News	2. Meet the Press	2. Omnibus
	3. Fred Waring Show	3. What's My Line?	3. News
	4. Your Show of Shows	4. Clifton Utley	4. What's My Line?
	5. Toast of the Town	5. I Love Lucy	5. Mr. Peepers

TABLE 3

FAVORITE TELEVISION PROGRAMS OF ELEMENTARY AND SECONDARY PUPILS

1950	1951	1952	1953
	Elementary Pupils		
1. Hopalong Cassidy	1. Crusader Rabbit	1. I Love Lucy	1. I Love Lucy
2. Howdy Doody	2. Hopalong Cassidy and Adventures of Wild Bill Hickok	2. My Friend Irma	2. Superman
3. Lone Ranger		3. Roy Rogers	3. Red Buttons
4. Milton Berle		4. Red Skelton	4. Dragnet
5. Arthur Godfrey	3. Howdy Doody	5. Tom Corbett	5. Roy Rogers
	4. Uncle Mistletoe		
	5. Lone Ranger		
	Secondary Pupils		
	1. Sports	1. I Love Lucy	1. I Love Lucy
	2. Milton Berle	2. Red Skelton	2. Dragnet
	3. Toast of the Town	3. Sports	3. Colgate Comedy Hour
	4. Arthur Godfrey	4. Colgate Comedy Hour	4. Arthur Godfrey
	5. Fred Waring Show	5. What's My Line?	5. Red Buttons

Parents, too, favored a larger number of musical offerings, a greater variety of educational presentations, better plays, more historical subjects, and newer movies. Teachers wished to see more often news and current events especially related to civic affairs, musical offerings, travel programs, historical presentations, and literary offerings. Both requested educational programs to stimulate children to read, since many children read less than before television. (Large numbers of pupils report that they do read less at the present time.) Some parents and teachers suggested more good programs at hours favorable for children. Parents stressed the need for discrimination in the choice of programs. Many cited the possibilities in the new Channel 11, while others pointed to the popularity of "Ding Dong School" as an example of a superior and highly successful educational program.

The strong interest of children and youth in television may become either a liability or an asset in education. The criticisms of television, made today by some parents and teachers, are similar to those directed in former years against the comics, the radio, and the movies, and they reflect a feeling that television may cause children and young people to read less and to choose materials of doubtful value. Parents and teachers fear, too, that too much televiewing may preclude participation in wholesome recreation and physical activities. These concerns, frequently expressed in 1950, were heard less in 1953. Moreover, some parents and teachers pointed out in 1953 that many elementary and high-school pupils were making adjustments which were resulting in a successful assimilation of television in their total behavior pattern.

Some parents indicated that the strong interest in television might be used to motivate reading and to foster adjustment. To accomplish this, teachers and parents must become acquainted not only with the programs, but also with the way each pupil spends his leisure—including the time he gives to television as compared to other leisure pursuits. Pupils devoting relatively little time to reading might be encouraged to read in areas of interest revealed by their television preferences and by other expressions of interest. Constructive efforts in the classroom might be associated more frequently with television programs in science, history, and other areas. The almost universal appeal of television offers an unparalleled opportunity for influencing children and youth in positive ways. If this is to be accomplished, programs must be planned and developed through co-operative efforts.

TABLE 4

PROGRAMS DISLIKED BY PUPILS, PARENTS, AND TEACHERS

Pupils	1952 Parents	Teachers
1. Howdy Doody	1. Murder Mysteries	1. Milton Berle
2. Milton Berle	2. Milton Berle	2. Western Programs
3. Captain Video	3. Wrestling	3. Dagmar's Canteen
4. Western Programs	4. Western Programs	4. Your Show of Shows
5. Murder Mysteries	5. Howdy Doody	5. Quiz, Give-away Programs
	1953	
1. Howdy Doody	1. Murder, Mystery, Crime	1. Murder, Mystery, Crime
2. Westerns, Cowboys	2. Westerns, Cowboys	2. Wrestling
3. Milton Berle	3. Milton Berle	3. Cowboy
4. Captain Video	4. Old Movies	4. Westerns
5. News Programs	5. Wrestling	5. Old Movies

"Reasons Why My Mark Should Be Raised"—By a Pre-Med

By RAYMOND M. SELLE
Occidental College, Los Angeles 41, Calif.

TEACHERS are frequently amazed at the resourcefulness of students to put their fellow schoolmates in their proper places. Whenever a member of a group oversteps the bounds of good taste or propriety, more often than not a fellow member of the group will sense the situation and produce an effective antidote.

The academic competition among college premedical students for many years has been very keen. The great surplus of applicants for the first-year classes in the 80 medical schools in the United States has placed an emphasis upon the "getting of grades" that readily can become unwholesome. A number of years ago, in 1934 to be exact, in my class in human embryology, a course given primarily for premedical students, there was a young fellow who developed the "chronic gripes." He never was satisfied with the grading of his test papers and examinations; moreover, he became vociferous about it. Several of the other students in the class were annoyed by his grumbling.

One morning there appeared on my desk a neatly typed, unsigned paper, "Reasons Why My Mark Should Be Raised—By a Pre-Med." I have kept the paper posted in the classroom since that day in 1934. Its fabric has yellowed and become brittle with age. Several hundred students have spied it, stopped, and tarried to read it, glanced furtively around and smiled. Many are they who have remarked about the paper. It is as effective today as it was 20 years ago.

With the permission of the original author, now T. T. Suzuki, M.D., we list the reasons:

1. There must be a mistake somewhere.

2. Neither the midterm nor at any time have I received an official warning; therefore, relying upon the college, I merely maintained my grade. Surely, this must be a satisfactory grade.

3. I know many members of the class who did not do such good work as I did and who got better marks. I was recognized among my classmates as a good student—you just ask any one of them.

4. I was not well at the time of the examination.

5. I was unwell on the night before the examination and couldn't study at all.

6. This mark ruined my prospect of entering medical school.

7. This mark ruined my prospect of getting a scholarship.

8. This mark grieved my mother (or father who is an M.D.) whose pride I am.

9. This is the only course in Biology where I received a poor grade.

10. It is not a higher mark that I seek; I care nothing for marks; I think marks are wicked and disapprove of them. However, this pernicious system of which I am the victim requires marks for achieving success and, therefore, I seek a higher mark.

11. Several people around me copied from my paper during the examination, yet they received higher marks than I did. Surely, this is not fair.

12. I live far away from the college and therefore should be given a bonus.

13. I have studied this subject from the broad philosophical viewpoint and, therefore, I was unable to answer your technical catch questions.

14. The questions were ambiguous and, therefore, my answers should be graded according to the reasonable interpretations that I made of your questions.

15. I misread your question because you were still writing the question on the board and you were standing in front of it.

16. The examination was unfair and unfairly distributed over the subject.

17. I have to work after school and at nights; therefore, I should be given a break.

18. The reason I did not do better is because I am very honest, whereas I do not wish to say anything against many of the other members of the class.

AMEN!

REPORTS

The Workshop Way of Learning

By ANNA P. BURRELL and GORDON KLOPF
State University of New York, College for Teachers, Buffalo

THAT MANKIND can change was demonstrated by the participants at the Human Relations Workshop at the State University of New York College for Teachers at Buffalo during the summer of 1953. On July 5, 39 people representing nearly that many different national, racial, religious, and social backgrounds, met at the first session of this workshop. They came from Canada, Connecticut, and Buffalo; Brooklyn, the Bronx, Manhattan, Long Island, Rochester, and Syracuse, N. Y.; from Philadelphia, Reading, and Steelton, Pa.; and New Jersey for a two weeks "live-in" workshop. The change began early and continued as the variety of personalities lived, worked, and played together.

Housing for the group was provided in the College Residence Halls and a majority of the group, Negro and white, Protestant, Catholic, and Jew, Canadians and United Staters, lived together in the dormitory. There were teachers —elementary, high school and college, an elementary school principal, undergraduate college students, a newspaperwoman, a training expert for distributing and merchandising executives, a nurse, a guidance counselor, and homemakers, whose ages ranged from 20 to 60. The one man in the group, a teacher, fared well. They came seeking to cultivate the "art and science of human relations, the ability of all people of all kinds to live and work together in the same world at peace." Many were delegated by authorities in their communities to return with solutions to problems affecting the whole community.

The workshop was committed to the principles that attention to the basic needs of people tends to decrease frustration and aggression, lessening tensions and making people able to be more friendly; that people can live and work together harmoniously regardless of differences of religion, race, national origin, social or economic status, intellectual ability or political affiliation; that the present world situation forces us to marshall all skills of co-operative endeavor to strengthen democratic society; and that group effort and group intelligence yield greater results than any member of the group could produce alone.

The workshop was limited to two weeks to provide intensive round-the-clock experiences for a heterogeneous group of people in order to see if people can live together in close association, express themselves freely, differ, meet problems as they arise, become tired and tense and yet iron out the difficulties that occur while maintaining respect for the rights of others. General seminar presentations each morning were given by authorities in education, psychology, sociology, anthropology, religion, social class structure, community life, labor relations, and group leadership, with an emphasis upon concepts particularly related to group relationships. The topics were presented to a general session which was followed by small group discussions. All then came together for a final question period with the speaker.

Each participant also worked on a combined group and individual project. These project groups were concerned with developing practical programs and techniques, and with examining and evaluating specific materials related to projects in the participant's areas of interest. Among the projects considered were human relations in industry and business, human relations in the curriculum, changing attitudes, human relations and religious groups, school and community problems, and special human relations activities in schools. Films, slides, and other visual materials were made available to the participants. The workshop staff members were available for consultation during the two weeks. Special trips and tours were made to activities and places within the Buffalo area of interest to any of the participants.

Two very significant social activities which were meaningful to the group in terms of inten-

sifying some of the objectives included a picnic with the neighbors of one of the staff members. The other was a series of parties in the homes of Buffalo citizens from various social, economic, cultural, racial, and religious groups. Each workship participant attended one of these parties in the home of someone who was from a different cultural, religious, or racial group than his own. An evaluation of these two social events indicated that the participants saw people of different backgrounds living happily in the same neighborhood, sharing the same social and cultural activities, and becoming aware of family life and social groups outside their own limited spheres.

The staff, sufficiently diversified to assume a broad and comprehensive approach to human relations, included Anna P. Burrell, professor of education, director; Norman Weaver, social science department; Gordon Klopf, dean of students; Margaret Knueppel, assistant dean of students; and the visiting staff.

Throughout the workshop a definite attempt was made to have the "workshoppers" continually evaluate what they were doing and learning. Individual meetings were evaluated by using "end-of-the-meeting" sheets. Small group discussions were evaluated by using the "group observer" and discussing the effectiveness of its group processes at the end of the discussion period.

The emphasis on evaluation helped make the participants aware of the fact that improving human relations is just not an intellectual process, but that the daily social experiences we have are all opportunities for growth if we are aware of the processes taking place. The participants studied areas of preventing interpersonal conflict, of developing group morale, and of increasing the productivity of the group.

An intensive analysis was made of the thesis that people must know their basic personality needs and should have them met to be socially adjusted and to get along well with other human beings, either as individuals or in groups. In evaluating the workshop, the participants continuously reflected the fact that the emphasis given to this point of view helped make the two weeks a real opportunity for intensive personal growth and change on the part of the individuals.

Three fourths of the participants indicated that their attitudes in the whole area of human relations had changed. Eighty per cent felt they had profited greatly through having gained greater insights into human behavior and skills for working with people as individuals and as groups. They indicated that they benefited from the talks and larger group sessions in terms of background knowledge and data, but that the opportunity to explore these concepts more completely came in the small group discussions and work-project groups. The growth that took place in the discussion groups and the working situations, the social activities, and the group living gave them a means of proving the adage that man can change.

Preparing Psychology Teachers at Long Island University

By JACOB I. HARTSTEIN

Long Island University

FOR SEVERAL YEARS the Graduate School of Long Island University has offered graduate assistantships to outstanding students in the fields in which it offers the Master's degree. Graduate assistants are appointed for a calendar year and are allowed a monthly stipend and free tuition for the M.A. or M.S. Their duties, limited to 20 hours weekly, consist of grading papers, assisting in laboratories, substituting for regular instructors, preparing bibliographies, and assisting with counseling and guidance of undergraduate students. Although, as a rule, they do not get teaching assignments, they are given opportunities to be trained as teachers.

The LIU program of training psychology teachers is simple and within the financial range of the average institution. Before describing the program, it is essential to explain the plan for teaching general psychology, the course involved in the preparation of the teachers.

General psychology, a two-term, three-hours-a-week course, is offered in sections limited to 30

students, with a common lecture hour for each three sections. The lecturer is also in charge of all three class sections.

Under the new program, a graduate assistant in psychology is assigned to one section. The students of this section and the graduate assistant attend the lecture by the regular instructor, thus permitting co-ordination between lecture and section. The assistant also observes a section taught by the regular staff member, who also acts as his supervisor, guide, and general mentor. This instructor, who receives credit for one teaching hour in return for this service, observes periodically the graduate assistant, appraises his performances, offers suggestions for improvement, confers with the departmental chairman concerning his progress, and prepares the final evaluation of the graduate assistant. Moreover, during each semester, the assistant works under a different staff member, thus obtaining two learning opportunities. This practice assures the assistant and the department of a better evaluation.

LIU will continue to make this project constructive and useful toward the training of future psychology teachers. Inquiries and suggestions from other institutions are invited.

CORRESPONDENCE

Educational Periodicals and Research

THE ARTICLE, "Usefulness of Educational Periodicals for Research" (SCHOOL AND SOCIETY, Jan. 9, 1954), is an interesting one. The interest it produces comes as much from negative reaction as positive.

The authors point out that "The selection of a list [of educational periodicals for libraries] will be dependent upon the criteria one sets up. The criterion used in this study was 'used for research.'"

This limitation acknowledged by the authors serves a real purpose in the subsequent tabulations and comments. While one might question the omniscience of the editors of *Review of Educational Research* and *Journal of Educational Research* in selecting *all* of the most significant research, at the same time it would be difficult to suggest any other periodical sources that would do a better job of making such a selection. Some even more serious question probably exists as to the justification of using *Education Digest* as a source for selecting articles to fit the criterion used by the authors.

The sense of the opening paragraphs of this article clearly implies that there are many criteria for listing educational periodicals and that only one criterion has been used in the article. If it may be inferred that there are worthy criteria other than "used for research," one can accept these paragraphs as sound. If this is done, however, it causes one to be confused by the last two sentences in the article: "Hundreds of educational periodicals were never referred to; others were cited only once or twice. It leads the writers to question the value of these latter journals and to wonder what purpose they serve." By way of paraphrasing, this statement leads this writer to question the value of these latter sentences and to wonder what purpose they serve.

JAMES W. REYNOLDS, Editor
Junior College Journal

Ticknor and the Boston Public Library

THE EXCELLENT ACCOUNT of the Boston Public Library by Frederick J. Gillis (SCHOOL AND SOCIETY, Feb. 20) discusses the library's services to the children and the schools. A short article cannot include everything, but this reader is disappointed that Mr. Gillis did not mention George Ticknor, friend of Thomas Jefferson, scholar, author of a noteworthy "History of Spanish Literature," and would-be reformer of Harvard College. Ticknor's own tastes were those of the serious student; and his own library, now a part of the Boston Public Library, was a scholar's collection. But he considered that a public library ought to serve the public, and that only

through books made freely available could the body of the people sufficiently inform themselves to direct their government with wisdom. He thought the public library should continue the work of the public schools. He was not able to foresee the progress of a century and to realize how varied and intimate the connections between the two institutions would be in 1954.

Great ideas are not often full-grown at birth, but Ticknor started all of the following. At a time when the future library in Boston was still only an idea he wrote that a free public library "would be the crowning glory of our public schools." School children should be admitted as a reward for diligence and upon the recommendation of their teachers. And at a time when libraries were stuffy and crammed full of old and uninteresting books he proposed to supply any good popular book in a sufficient number of copies so that many persons could be reading it at the same time. These books, "the pleasant literature of the day," were to be supplied while people were interested—that is, while the books were "fresh and new." He insisted that the books, although some might be soiled or lost, must be allowed to circulate without cost to the borrower, only reserving reference works and rare and costly books for use in the library only. Lastly, he began the progressive practice of supplying forms upon which the public could enter the titles of books which they desired the library to purchase. But none of his ideas on the whole subject was more important than that of cooperation between the library and the schools.

No other cultural agency, not even the public school, is more democratically administered or serves impartially a wider segment of the population than the public library. And like the school, the public library in these unquiet times is sometimes under pressure to suppress or distort fact and truth. Librarians and library trustees need wisdom, courage, and the confidence of Jefferson and Ticknor that in an open fight the fact will be established and truth will win.

H. G. Good

Ohio State University

EVENTS

Promoting the New Illiteracy

In his address to the CEA Institute, Corning, N. Y., Oct. 15, 1953, W. H. Whyte, Jr., analyzed the social and cultural forces making for the "new illiteracy." Among his examples he cited the Park Forest (Ill.) High School, where the academic course of study amounts to half of the 70 subjects in the curriculum. Here even the traditional fields are subordinated to the modern and practical—a one-semester combination of grammar, rhetoric, and composition as against full-year courses in journalism and speech (including radio and TV debating).

Mr. Whyte emphasized that the superintendent "is not actually against intelligence"; he is simply expressing the attitude, concurred with by the parents, that vocational needs take precedence over other educational considerations. This is life-adjustment education with a vengeance. This policy narrows the school to the immediate, the practical, the attractive, and the money-making.

That this viewpoint is not confined to the wealthy suburb of Chicago is evident from an article, "A High School Diploma for All!" published in *School Executive,* Feb., 1954, by J. D. Thompson, a principal in Alabama. Here is a program which aims "to let students work and study without anxiety as to whether or not they will fail to graduate." The underlying principle is that "scholastic achievement is no longer the basis for awarding the diploma."

Even allowing for the fact that the high school nowadays tries to reach "all the children of all the people," there is no sound justification for slanting the curriculum or achievement downwards. When courses are dependent upon the satisfaction of the largest number—in the judgment of the curriculum constructors—then the brighter student will not be able to pursue the subjects which he desires or which he needs as a basis for future study. Under such circumstances, courses are crowded out by economic necessity.

The heretical questions posed here do not imply the subordination of the education of the many to that of the few. What they seek to do is to arouse the conscience of those who, by default or design, have permitted the growth of a "new illiteracy" as an equalizing agency of all shades of intellectual ability.—W. W. B.

SUMMER COURSES AT BRITISH UNIVERSITIES

FOUR BRITISH UNIVERSITIES will offer courses this summer. These will be given at Edinburgh, London, Oxford, and Stratford (University of Birmingham), each presenting programs particularly appropriate to its location and tradition.

The courses are open to college juniors and seniors, post-graduate students, and teachers. Students will have the opportunity of meeting students from Britain and 25 other countries.

The schools will last six weeks and are recognized for credit at American universities and for grants under the G. I. Bill of Rights. The cost is an average of $200 for board and tuition, and a few scholarships are awarded. Students accepted for enrollment will have ship passage reserved for them if they wish.

Further details about the courses and application forms may be obtained from the British Information Services, 30 Rockefeller Plaza, New York 22.

PHILANTHROPY IN 1953

A STUDY by John Price Jones Co., 150 Nassau St., New York 38, of published gifts and bequests in New York, Baltimore, Boston, Chicago, Houston, Los Angeles, Philadelphia, Pittsburgh, St. Louis, and Washington indicates that the largest proportion of such gifts and bequests was given for organized social work, which received $177,304,169 in 1953, compared with $161,801,482 in 1952. There was also a rise in gifts to education from $124,801,178 in 1952 to $135,399,459 in 1953. The sharpest increase was in fine arts, where gifts and bequests climbed to $39,758,058, or more than double the 1953 total of $19,062,536. The largest decline was recorded in giving for religious purposes, with a decrease of 53% from $29,520,611 in 1952 to $13,847,777 in 1953.

Notes and News

Appointments, Promotions, Resignations, Retirements

Arthur M. Schlesinger will retire this summer after 15 years' occupancy of the Francis Lee Higginson Chair in History and more than 30 years of service on the faculty, Harvard University.

Howard C. Seymour, assistant superintendent in charge of guidance, Rochester (N. Y.), will succeed James M. Spinning when the latter retires as superintendent of schools, November 1.

Dexter Perkins will retire in June after serving 29 years as chairman, department of history, University of Rochester (N. Y.).

Retiring from the University of Illinois, September 1, is Rexford Newcomb, dean, College of Fine and Applied Arts. Allen S. Weller, head, department of art, will succeed Dean Newcomb.

Gerhard Baerg, head, department of German, DePauw University (Greencastle, Ind.), will retire July 1 as professor emeritus of German. G. Hans Gruenginger, professor of German, will be Dr. Baerg's successor.

Coming Events

Illinois Institute of Technology (Chicago 16) will sponsor a Conference on the Role of the Professional Educator in Educational Television, May 21–22.

"Advancing Man's Right to Knowledge" will be the theme of the annual convention of the American College Public Relations Association at the Hotel Roosevelt, New York City, June 20–23.

Recent Deaths

Frank D. Scott, 65, head, department of religious education, Beaver College (Jenkintown, Pa.), April 14.

Mathilde Monnier, professor emeritus of French, Vassar College (Poughkeepsie, N. Y.), April 22.

William Scott Ferguson, 78, McLean Professor Emeritus of Ancient and Modern History, Harvard University, April 28.

RECENT Publications

KIERZEK, JOHN M. *The Macmillan Handbook of English.* Third Edition. Pp. 579. Macmillan Co., New York 11. 1954. $3.00.

•

MOODY, JOSEPH N. *Church and Society: Catholic Social and Political Thought and Movements, 1789–1950.* Pp. 914. Arts, Inc., 667 Madison Avenue, New York. 1953. $12.00.

•

MUNK, ARTHUR W. *A Way of Survival.* Pp. 164. Bookman Associates, New York 10. 1954. $3.00.

•

NOEL, MARY. *Villains Galore: The Heyday of the Popular Story Weekly.* Pp. 320. Macmillan Co., New York 11. 1954. $5.00.

•

OLDFATHER, C. H. (translator). *Diodorus of Sicily.*

Vol. VI, Books xiv–xv, 19. Pp. 379. Harvard University Press, Cambridge 38, Mass. 1954. $3.00.

•

REMMERS, H. H. *Introduction to Opinion and Attitude Measurement.* Pp. 437. Harper & Bros., New York 16. 1954. $5.00.

•

RUSSELL, WILLIAM F. *How to Judge a School: Handbook for Puzzled Parents and Tired Taxpayers.* Pp. 143. Harper & Bros., New York 16. 1954. $2.50.

•

ROMINE, STEPHEN A. *Building the High School Curriculum.* Pp. 520. The Ronald Press, New York 10. 1954. $5.50.

•

SHEPARD, GEORGE E., AND RICHARD E. JAMERSON. *Interscholastic Athletics.* Pp. 276. McGraw-Hill Book Co., New York 36. 1953. $4.00.

•

SNYDER, RAYMOND A., AND HARRY A. SCOTT. *Professional Preparation in Health, Physical Education, and Recreation.* Pp. 421. McGraw-Hill Book Co., New York 36. 1954. $5.50.

Other Books

DAHLHEIMER, HARRY. *A History of the Mechanics Educational Society of America in Detroit from its Inception in 1933 through 1937.* Pp. 61. Wayne University Press, Detroit 1, Mich. 1951. $1.00; quantity rates.

•

ELWELL-SUTTON, L. P. *A Guide to Iranian Area Study.* Pp. 235. American Council of Learned Societies, 1219 16th Street, NW, Washington 6, D. C. 1952.

•

OTTERSBERG, GERHARD. *Wartburg College 1852–1952.* Pp. 111. Wartburg College, Waverley, Iowa. 1952. $2.00.

•

PEI, MARIO A., AND FRANK GAYNOR (editors). *Liberal Arts Dictionary in English French German Spanish.* Pp. 307. Philosophical Library, New York 16. 1952. $6.00.

•

ROBERTSON, MINNS S. *Public Education in Louisiana after 1898.* Pp. 239. Bureau of Educational Materials and Research, Louisiana State University, Baton Rouge 3. 1952. $1.00.

•

SATTLER, HENRY V. *Parents, Children, and the Facts of Life.* Pp. 270. St. Anthony Guild Press, Paterson 3, N. J. 1952. $3.00.

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